



STATE OF WASHINGTON  
HIGHER EDUCATION COORDINATING BOARD

917 Lakeridge Way • PO Box 43430 • Olympia, Washington 98504-34310 • (360) 753-7800 • TDD (360) 753-7809

October 18, 2004

TO: Educational Service District Superintendents  
Deans and Directors of Education  
Presidents of Community and Technical Colleges  
Presidents of Four-year Colleges and Universities  
Program Directors, Title II Improving Teacher Quality Professional Grants

FROM: Holly Zanville, Senior Administrator/Chief Academic Officer

SUBJECT: **REQUEST FOR PROPOSALS – 2004-2005 Improving Teacher Quality  
Washington State Higher Education Professional Development Partnership  
Grant Competition**

I am pleased to invite you to apply for federal funds that have been allocated to the Higher Education Coordinating Board (HECB) under the higher education portion of the No Child Left Behind Act of 2001, Title II Improving Teacher Quality State Grants. These funds will be awarded on a competitive basis to university/school partnerships that aim to improve teacher quality, increase the number of highly qualified teachers; and increase the academic achievement of **all** students.

The higher education grants will support high-quality, innovative professional development that is closely aligned with local, state, and national educational reform efforts and based on scientific research. The HECB, in consultation with the Washington Office of the Superintendent of Public Instruction has identified the following priorities for this RFP:

- Increasing the content knowledge of teachers (and principals when appropriate) in the core subject areas of mathematics and/or reading.
- Increasing the teaching skills of teachers (and principals when appropriate) in the core subject areas of mathematics and/or reading.
- Increasing the instructional leadership skills of principals and teachers to help them work more effectively with their colleagues to help students master the core subject areas of mathematics and/or reading.

The grants will be issued to partnerships comprised of, at minimum, a school of education at a public or private institution of higher education, a school of arts and sciences, and a high-need local educational agency (LEA). Sections 2102(3) and 2131 of the Title II Improving Teacher Quality State Grants require a high-need LEA to meet not only a high-poverty criteria, but also to have a “high percentage” of teachers who either lack full teacher certification or who teach at least one class in an academic subject or grade level outside of their endorsement area.

We have brought to the attention of the U.S. Department of Education the fact that all available data demonstrate that no Washington school district meets this second test. The Department of Education has informed us that in view of the impossibility of applying the second criteria of the law’s definition in Washington State, it is satisfied that, notwithstanding these provisions of the No Child Left Behind Act, a partnership receiving a Title II, Part A, Subpart 3 award will only need to include a Washington school district that meets the high-poverty test in the definition of “high-need” LEA.

A list of Washington school districts that meet the high-poverty criteria is included as a part of the RFP. Please note that any Washington LEA may participate in a funded partnership. Each funded partnership must include at least one LEA that meets the high-poverty criteria.

The application packet for this RFP is available at the HECB agency website at: <http://www.hecb.wa.gov/Grants/profdev/profdevindex.asp>. Please note that there is a very short timeline for grant proposals in response to this RFP, since these are 2004-05 federal funds that must be fully expended by fall 2006. HECB-funded grant projects are expected to begin activities in January 2005.

Thank you for your interest in providing quality professional development opportunities for K-12 educators in Washington. Please contact me at 360.753.7822 or [hollyz@hecb.wa.gov](mailto:hollyz@hecb.wa.gov), if you have questions or comments regarding this program.

# **REQUEST FOR PROPOSALS**

**2004-05 No Child Left Behind  
Washington State Higher Education  
Improving Teacher Quality Program**

*Grants to support professional development for K-12 teachers  
in the core subject areas of mathematics and reading*

<i>RFP Issue Date:</i>	<i>October 18, 2004</i>
<i>Proposal Due Date:</i>	<i>December 3, 2004</i>
<i>Extended Proposal Due Date:</i>	<i>January 14, 2005</i>

**Funded by  
No Child Left Behind Act of 2001, Title II, Part A, Subpart 3  
Teacher and Principal Training and Recruiting Fund  
U.S. Department of Education  
[CFDA 84.367B]**

**Washington Higher Education Coordinating Board  
P.O. Box 43430  
Olympia, Washington 98504-3430  
[www.hecb.wa.gov](http://www.hecb.wa.gov) [Grants]**

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## I. RFP SPECIFICATIONS

### Background

The No Child Left Behind Act of 2001 (NCLB) became law on January 8, 2002. The Act substantially revises the Elementary and Secondary Act of 1965 (ESEA) to help provide all of America's school children with opportunities and resources to achieve academic success. NCLB is based on principles of increased flexibility and local control, stronger accountability for results, expanded options for parents, and an emphasis on effective teaching methods based on proven, scientifically based professional development strategies that have been shown to increase student academic achievement. For further information, the full text of the law is linked on the web at:

[<http://www.nochildleftbehind.gov>](http://www.nochildleftbehind.gov)

NCLB authorizes the funding of higher education partnerships in each state through the Title II, Part A, Teacher and Principal Quality Training and Recruiting Fund. The purpose of Title II, Part A, is to support professional development through K-16 partnerships that aim to improve teacher quality, increase the number of highly qualified teachers, paraprofessionals, and principals, and increase the academic achievement of **all** students. The program requires using practices grounded in scientifically based research so students benefit from teaching practices and methods based on what is known to work.

This Request for Proposal (RFP) describes the Washington Higher Education Title II, Part A, Competitive Grant Program, part of the NCLB legislation. Each state is charged with developing its NCLB program. Funds under the NCLB program are allocated to states via statutory formulas, based on the number of children aged 5-17 per state. The Washington Superintendent of Public Instruction's Office (OSPI) is responsible for the administration and supervision of the NCLB programs in Washington. The Higher Education Coordinating Board (HECB) is responsible for the administration and supervision of the Title II, Part A, Subpart 3 competitive higher education partnership program. The state's annual allocation for the higher education program is about \$1 million. The 2004-05 cycle is the third year of funding for this program. A portion of the higher education 2004-05 funds were awarded through an earlier issued 2003-05 RFP. This RFP will provide grant support for additional 2004-05 university/school partnership projects.

### High Need LEAs

An important requirement of the NCLB program is a focus on high-need local school districts (LEAs). The OSPI is the agency responsible for designating the list of high-need LEAs for Washington. OSPI is required to use the following federal guidelines to determine high-need districts in Washington for the purpose of determining eligibility for Title II, Part A, funding:

*1(a) district that serves not fewer than 10,000 children from families with incomes below the poverty line; or (b) for which not less than 20% of children in the area served by the LEA are from families with incomes below the poverty line; and 2. for which there is: (a) a high percentage of teachers not teaching in the academic subjects or grade levels the teachers were trained to teach, or (b) a high percentage of teachers with emergency, provisional, or temporary certification or licensing. [NCLB, Section 2102(3)]*

OSPI has developed a high-need LEA list that begins on page 19. These are the LEAs (districts) and their schools that each grant-funded partnership can participate with for eligible university/school partnerships.

## Scientifically-based Research Definitions

NCLB requires grant-funded activities to be based upon a review of scientifically based research. The following is a synopsis of the definition of “scientifically-based research” as stated in NCLB, Section 910(37):

- Research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.
- Includes research that employs systematic, empirical methods; involves rigorous data analysis; relies on measurements that provide reliable and valid data; is evaluated using experimental designs; can be replicated; and has been accepted by a peer review journal.

## Washington Higher Education Grant Priorities

NCLB specifies that the higher education partnership grants may be used for:

- professional development for teachers, highly qualified paraprofessionals, and principals in core academic subjects (English, reading, language arts; mathematics; science; foreign languages; civics, government; economics; arts; and history, geography);
- assistance to local education agencies in providing specific kinds of professional development for teachers, highly qualified paraprofessionals, or principals that will improve teaching and learning;
- leadership skills for principals.

Within this framework, each state is charged with developing its NCLB higher education partnership grant program.

The Office of the Superintendent of Public Instruction (OSPI) and the Higher Education Coordinating Board (HECB) have collaborated to identify the following selection criteria and priority areas for the 2004-05 Title II, Part A, Washington Higher Education Professional Development grant program.

High quality professional development projects are sought that address one or more of the following goals:

- Increase content knowledge of teachers (and principals as appropriate) in the core subject areas of mathematics and/or reading.
- Increase teaching skills of teachers (and principals as appropriate) in the core subject areas of mathematics and/or reading.

- Increase instructional leadership skills of principals and teachers to help them work more effectively with their colleagues to help students master the core subject areas of mathematics and/or reading.

Professional development partnerships must:

- Focus on the needs of teachers (and principals as appropriate) in high-need schools, although other schools may participate in the university/school partnerships.
- Incorporate professional development activities that are high quality, sustained, intensive, and focus on a classroom, school, and/or district in order to have a positive and lasting impact on classroom instruction, the teacher's performance in the classroom, or principal's leadership in the school and community. One-day, short-term workshops or conferences are not considered to be effective professional development activities.
- Demonstrate how grant-funded professional development activities are based upon a review of scientifically based research.
- Include in the development of the professional development proposal, teachers and/or principals with college/university teacher and administrator preparation programs and arts/sciences experts.

Partnerships are encouraged to:

- Focus on school- or district-based learning communities.
- Include professional development in computer-related technology to enhance instruction and student learning in the core subject areas of mathematics, reading, and/or science.
- Integrate professional development in reading with other core subject areas.
- Provide professional development for school building-level teams.
- Focus on middle and high school teachers.

## **Duration and Amount of Grants**

About \$500,000 is available to support professional development projects in this RFP. The average grant amount is expected to range from \$60,000 - \$80,000 per project. Grants will be awarded for a period of 12 months, from January 1, 2005 through December 31, 2005. Multi-year projects (two or three-year projects) may be considered although funding for subsequent year awards will be conditional on future federal funding.

## **Eligibility, Partnerships, Participation**

All regionally accredited (by Northwest Association of Colleges and Universities) Washington colleges and universities that are approved to prepare licensed educators are eligible to apply for a grant, and may

submit any number of proposals. The institution of higher education submitting the application must also be chartered in Washington and have its main campus in Washington.

Grants will be awarded competitively to eligible partnerships and equitably distributed by geographic area within the state.

An eligible partnership must include at least:

- 1) public or private institution of higher education (IHE) and the division of the institution that prepares teachers and/or principals;
- 2) division, school, or college of arts and sciences; and
- 3) high-need school district (local educational agency/LEA).

An eligible partnership may also include additional LEAs, a private school, a public elementary or secondary school, a community or technical college, an educational service agency, a nonprofit educational organization, a nonprofit cultural organization, another accredited IHE, a division, school, or college of arts and science within that IHE, the division of that IHE that prepares teachers and principals, a teacher organization, or a business.

At a minimum, the partnership must reflect a joint effort between an IHE's department or college of education, the department of arts and sciences, and the partner school and/or district. This federal requirement is intended to ensure that the professional development activities integrate teaching skills with substantive content knowledge. The partnership joint effort can range from informal discussions about the project to sharing of administrative and instructional responsibilities. For example, it might involve one or more of the following collaborative arrangements:

- Each partner is made aware of the proposal and is given an opportunity to provide comment.
- Each partner participates in the planning of the project.
- Instructional staff members are drawn from each partner.
- Each partner plays a role in the evaluation of the project.

Members of the partnership are required to provide evidence that the project was collaboratively developed to meet the specific needs of the partner school and/or district and enter into a partnership agreement. They are also required to provide opportunities for private K-12 school leaders, located within the LEA, to participate in the design of the project.

The fiscal agent for the partnership must be the IHE. No single partnership participant may use more than 50% of the funds awarded to the partnership. Funds for the partnerships are to be used to plan and provide professional development that is designed to meet the specific needs of the partner K-12 school.

## **Project Design**

Projects should be designed to:

- Support LEA plans for the improvement of education for all students and reflect Washington's Essential Academic Learning Requirements, and where appropriate, national content area standards and the new state standards for principals.



- Contribute to long-term sustainable growth and reform.
- Be content rich, model standards-based curricula and instructional and assessment practices in keeping with state and national standards and research, and broaden and deepen the subject matter knowledge of the participants.
- Equip participants with the knowledge and skills to improve the performance of all students.
- Measure the success of the project in meeting its stated goals and objectives.

Each project is expected to serve a minimum of 20 participants and provide a minimum of not less than 80 hours of professional development during the project period. Projects should avoid “one-shot” training approaches and instead provide intensive training programs with appropriate follow-through provisions. Training programs of fewer than 10 days are not likely to be funded.

A variety of professional development formats are encouraged to facilitate the widest possible access to professional development opportunities for teachers (and principals as appropriate). These could include:

- courses in core academic subject areas that are focused on classroom reforms, aligned with state standards, and that meet identified needs of school districts;
- intensive institutes offered in the summer;
- shorter workshops offered over time during the school year (e.g., 1-2 days per month over a period of months);
- telecommunicated opportunities offered during the summer and/or school year [*Note: NCLB Improving Teacher Quality Non-Regulatory Guidance for Title II, Part A (9/12/03), Section D-5 recommends distance learning for professional development delivery to teachers (and principals as appropriate) in remote or rural areas.*];
- training opportunities delivered onsite at schools, education service districts, or other nearby sites;
- one-to-one technical assistance; or
- a mix of these or other formats.

Follow-up components that encourage teachers (and principals as appropriate) to continually apply new knowledge and skills in the classroom are required. Examples of follow-up components include:

- teacher assignments conducted during the school year;
- visiting other teachers’ classrooms and hosting teacher visits;
- working with educator teams on special projects (e.g., curriculum development);
- projects with business and industry, Internet networking, etc.

## Performance Standards and Measures

The following set of standards and performance measures will be used to evaluate the successful performance for the 2004-05 Washington Title II higher education projects as a group (all projects considered together), for reporting purposes to the federal NCLB program. Individual projects will be required to meet all of these standards. Projects should identify appropriate performance measures and indicators for each standard and specify these in the proposal. Performance measures can vary depending upon the proposed project. Individual projects supported by Title II funds will be required to

submit an annual Performance Standard Report at the conclusion of the project (or annually for multi-year projects), providing evidence that they have met the following performance standards and providing documentation of the relevant performance measures.

<i>Performance Standards</i>	<i>Performance Measures</i>
<b>Standard 1:</b> The professional development provided by the Washington Title II projects are intensive, sustained, and ongoing.	<b>Performance Measures:</b> * Projects provide a minimum of 80 inservice professional development contact hours for the primary group of inservice participants. <i>(The primary cohort of inservice participants is that group of teachers -- or principals as appropriate -- targeted by the professional development design and implementation activities described in the project proposal.)</i>
<b>Standard 2:</b> Professional development activities provided by the Washington Title II projects serve teachers (and principals as appropriate) in Washington's highest need schools and districts.	<b>Performance Measures:</b> * Projects serving schools or LEAs provide evidence of efforts and progress in serving teachers and principals as appropriate in school buildings that meet Washington's highest need classification.
<b>Standard 3:</b> Professional development activities provided by the Washington Title II projects are responsive to the teaching and learning needs identified in school and/or district professional development plans.	<b>Performance Measures:</b> * Projects provide evidence of alignment with school/district professional development plans if they have them in place, via articulated service agreements such as MOUs that specify how the professional development addresses school/district needs.
<b>Standard 4:</b> Professional development activities in the Washington Title II projects provide significant opportunities for active learning.	<b>Performance Measures:</b> * Projects demonstrate support, directly or via articulated agreements, of active learning activities such as peer observation and feedback of participant teaching; practice under simulated conditions with feedback; informal meetings with other participants to discuss classroom implementation; sharing and reviewing student work; scoring and analyzing assessments; planning, developing, and peer reviewing curricula or lesson plans; opportunity to present, demonstrate, or lead discussions with per participants; analyzing teaching and learning needs using disaggregated student achievement data.
<b>Standard 5:</b> Professional development activities in Washington's Title II projects incorporate equity strategies to assist teachers to use practices that will provide all of their K-12 students -- regardless of population grouping or individual learning styles or needs -- with the opportunity to achieve excellence.	<b>Performance Measures:</b> * Projects provide evidence that project activities address equity issues in teaching and learning.

<p><b>Standard 6:</b> Professional development content activities provided by the Washington Title II projects utilize the state's content standards in the appropriate content area(s).</p>	<p><b>Performance Measures:</b> * Projects providing subject area content offerings demonstrate explicit connections between these professional development activities and the Washington content-based standards.</p>
<p><b>Standard 7:</b> Professional development activities provided by the Washington Title II projects support the development and growth of learning communities that involve prospective, novice, and experienced teachers, administrators, and higher education faculty in collaborative interactions focusing on improving student achievement.</p>	<p><b>Performance Measures:</b> * Professional development is embedded in everyday school life, providing opportunities for teachers and administrators to meet, observe, and study with each other around student learning needs. * Less experienced educators are linked with more experienced educators in providing classroom instruction or school leadership in high-need schools and districts. * Higher education faculty is supported through release time to work in school buildings. * Inservice educators assist in teacher and/or principal preparation by serving as higher education faculty in delivering coursework and formally participating in the design of teacher preparation curricula.</p>
<p><b>Standard 8:</b> Washington Title II projects can demonstrate that the teacher preparation programs participating with the projects exhibit the attributes of effective professional development, and effectively prepare teachers for placement and retention in Washington high-need districts.</p>	<p><b>Performance Measures:</b> * Required teacher preparation coursework provides substantial opportunities for active learning; e.g., peer observation and feedback of participant teaching; practice under simulated conditions with feedback; informal meetings with other participants to discuss classroom implementation; sharing and reviewing student work; scoring and analyzing assessments; planning, developing, and peer reviewing curricula or lesson plans; opportunity to present, demonstrate, or lead discussions with peer participants; analyzing teaching and learning needs using disaggregated student achievement data.. * Required teacher preparation coursework incorporates explicit equity strategies that assist prospective teachers in using practices that will provide all their K-12 students, regardless of population grouping, with the opportunity to achieve excellence. * Teacher preparation coursework provides content-specific pedagogy that explicitly addresses the Washington content standards in the appropriate content areas. * The teacher preparation curriculum provides extended and supported classroom placements in high-need schools prior to and including student teaching.</p>

## Use of Funds

Grant funds may be used for personnel and instructional costs such as staff/teacher and faculty release time or summer contracts, master teachers who serve a number of teachers in a defined region with one-to-one professional development assistance; in-state travel cost (out-of-state travel is not generally covered except in circumstances such as attendance at needed professional conferences); preparation and duplication of materials; workshop training-related costs; and related supplies.

Funds for equipment purchases will not be covered except in unusual circumstances and only where the project's success directly hinges on the purchase of such equipment.

No single participant in an eligible partnership may use more than 50 percent of the grant funds made available to the partnership.

## Review Process

Proposals will be read by a review team composed of HECB- and OSPI-identified readers possessing expertise in mathematics, reading, instructional leadership, curriculum and instruction, and professional development selected from the following categories: higher education faculty and administrators, K-12 teachers and administrators, and professional educators licensing board staff. Proposals will receive a minimum of four reviews.

Proposals will be reviewed according to the following criteria:

<i>Category</i>	<i>Criteria</i>	<i>Points</i>
Priorities and Performance Standards	Extent to which the project addresses grant priorities including performance standards and relevant measures/indicators.	35
Strength of eligible partnership	Extent to which the project has been planned and will be implemented with the full cooperation of the applicant higher education institution, high-need school/district(s), and other schools/organizations in an eligible partnership.	35
Adequate Timeline	Project activities show evidence they can provide the conditions that will lead to the anticipated outcomes and can be accomplished within the stated time frame.	15
Key Personnel	The qualifications and responsibilities of the key project personnel, including the capability to effectively manage the project, are appropriate for the project.	15
	Total Available Points:	100

	<i>Special Criteria</i>
Low performing schools	Additional consideration will be given to partnership projects that will impact teachers and/or principals in low performing high-need schools.
Geographic location	Additional consideration will be given to partnerships proposed in geographic locations underrepresented by proposals.
High-need LEAs	Additional consideration will be given to partnerships that propose to work with a significant number of high-need LEAs (e.g., 3 or more).

An interview for the top-ranked projects (semi-finalists) will be held to select a final group of projects for grant awards. Interviews will be conducted jointly by the HECB and OSPI staff. In-person interviews will be held in Olympia, Washington, during the week of January 11-14, 2005. In cases where the project director lives too far away to be interviewed through this means, interviews may be

conducted via video-conferencing. Interviews will typically run 30-45 minutes. Interviews will be designed to permit the HECB and OSPI staff to explore the proposal plan in greater depth with the project director and representatives of the partnership that may also attend, permit the project director to introduce new information that may have developed since the time of the proposal submission, and permit suggestions for proposal improvements raised by the proposal reviewers.

## Statement of Assurances

Applicants will be required to sign a Statement of Assurance for the receipt of federal funds. The Statement, not required to be signed at the time of the proposal submission, is attached for information purposes (see Attachments).

## Coordination with Higher Education Act of 1965

NCLB requires that an eligible partnership that receives these grant funds as well as a grant under section 203 of the Higher Education Act of 1965 shall coordinate activities carried out under both grants. If your institution or any of your partners is a recipient of the above-mentioned grant, you are required to provide a statement of assurance that activities carried out under both programs will be coordinated.

## Timeline

	<u><b>Key Dates</b></u>
<b>RFP announcement issued</b>	<b>October 18, 2004</b>
<b>Proposals due</b>	<b>December 3, 2004</b>
<b>Proposals reviewed</b>	<b>December 7- 22, 2004</b>
<b>Semi-finalist proposals notified</b>	<b>January 6, 2005</b>
<b>Interviews with HECB/OSPI</b>	<b>January 11-14, 2005</b>
<b>Finalist proposals notified</b>	<b>January 19, 2005</b>
<b>Contract letters approved</b>	<b>January 19-25, 2005</b>
<b>Projects may begin work</b>	<b>Upon contract approval date</b>
<b>Mid-year progress report due (for multi-year projects)</b>	<b>August 1, 2005</b>
<b>Projects complete work (for one-year projects)</b>	<b>December 31, 2005</b>

## II. APPLICATION INSTRUCTIONS

### Due Date and Mailing

Applicants must submit an **original and four copies** of the full proposal to HECB. The original must include an original signature of an authorized or institutional official on the cover page. To be considered for funding, proposals must be **received at the HECB office by 5:00 p.m. on Friday, December 3, 2004**. Incomplete applications will not be considered. E-mail and/or faxed proposals are not acceptable. Upon receiving your proposal, HECB will email confirmation of proposal receipt to the Project Director. Proposals should be mailed or delivered to:

Holly Zanville  
Senior Administrator/Chief Academic Officer  
Washington Higher Education Coordinating Board  
917 Lakeridge Way / PO Box 43430  
Olympia, WA 98504-3430

### Organization and Format

Complete the RFP Proposal Cover Sheet (enclosed with the RFP Guidelines). The RFP Cover Sheet must be signed by the chief executive official for the institution (this is typically the president, provost/vice president of academic affairs, or research office head).

Describe in no more than ten pages how you propose to address the project priority areas following the work specifications. Projects are encouraged to use the Narrative Proposal Form provided in the attachment to prepare your narrative proposal. The sections which must be included, whether you use this format or another, include:

- Project objectives
- Key activities proposed
- Scientifically-based research related to approaches/strategies
- Projected timeline for project activities
- What performance measures you will use to measure the performance standards
- Who the key personnel for the project will be and examples of relevant, successful involvement in these types of activities.

Provide a list of your required eligible partners including your own institution on the Partnership Profile Form (see Attachment). Attachments describing your organization, agency, and/or consortia in greater detail may be submitted as well.

Complete the Budget Form including information required on the form (see Attachment). Provide an assurance on the Budget Form that no single participant in an eligible partnership will use more than 50% of the grant funds made available to the partnership.

Submit five copies of the completed proposal (1 original signature plus 4 copies).

## Award Notification and Appeals

Awards under the Title II A program will be announced in writing to the institutions selected for funding as well as to unsuccessful applicants by January 19, 2005. Funds will be expendable through December 31, 2005. Extensions are available upon written approval for longer-term projects but in no case may an annually funded project extend beyond 27 months from summer 2004 (fall 2006).

To maximize the limited funds available, applicants whose grants are recommended at less than the amount requested may be asked to revise the project budget and/or scope of work.

Decisions regarding the relative merit of competing proposals are considered final in accord with Federal Register Vol. 54, No. 153, Subpart B, Section 208.11 (b) (3) (ii) (B), Rules and Regulations. An institution or partnership with a grievance regarding the awards for 2004-05 must make its intent to appeal known to the HECB within 14 days of the announcement of awards. Further information concerning the appeals process is available at the HECB office.

## Questions

Requests for clarification or assistance in preparing and submitting proposals should be directed to Holly Zanville, Senior Administrator/Chief Academic Officer, the Washington Higher Education Coordinating Board by email [[hollyz@hecb.wa.gov](mailto:hollyz@hecb.wa.gov)] or telephone [(360) 753 -7822].

## Reporting Requirements

An abstract will be required for each funded project (1-2 pages). Abstracts will be posted at the HECB Title II A website. The required abstract format will be included in the grant subcontract award packet.

A mid-year progress report will be due by August 1, 2005. The mid-year progress report must include the following data that is required for each state that awards Title II A higher education grants by the national Improving Teacher Quality SAHE (State Agency for Higher Education) partnership. Mid-year progress reports must also include a description of project activities accomplished to date, and preliminary evaluations of the project's implementation (performance standards/measures being used). Guidelines for the mid-year progress report will be included in the grant subcontract award packet.

### Required Data Collection

- Number and names of high-need K-12 school districts served
- Number and name of schools served
- Number of K-12 teachers served by school level (by elementary, by middle school, by high school)
- Number of administrators served (e.g., principals) by school level (by elementary, by middle, by high school)
- Number of preservice teachers impacted (this refers to the number of preservice teachers that the higher education faculty has in his/her classes)
- Number of paraprofessional served (if applicable)
- Number of K-12 students impacted (refers to number of K-12 students on which the individual receiving the services through the grant has impact. For example, for a teacher this would be the

number of students in his/her class. For an administrator, it would be the number of students in his/her school.)

- Number of higher education faculty working with the project
- Total amount of funds leveraged from the grant funds (do not count the grant funds) but count any contributions/leveraging from foundations,, LEAs, other federal funds)
- Average contact hours per participant
- Time period over which contact hours took place.

A final report will be due within 60 days of completion of the project. This 5-10 page report should document the effectiveness of the project. It should include the following:

- Overview of project activities and extent to which they were accomplished.
- Performance standards and extent to which they were met using performance measures.
- Final participant data, as required in the mid-term progress report.
- Submission of final budget report.

Please note that additional information may be required by the U.S. Department of Education.

## Attribution

Program advertisement brochure, written materials distributed to participants, media announcements, and all other disseminated materials must bear the following acknowledgement: *"Funds for this project were provided by a grant from the federal No Child Left Behind Act of 2001, Title II, Part A, Subpart 3 Washington State Higher Education Professional Development Grant Program administered by the Washington Higher Education Coordinating Board."*

## Copyrights and Patents

Ownership of any copyrights, patents, or other proprietary interest that may result from grant activities, shall be governed by applicable federal and state regulations and local institutional and organizational policies.

## Grant Administration Regulations

Every institution or partnership awarded funds from the HECB higher education partnership grant program is required to enter into a subcontract with the HECB. This subcontract binds the project directors and their institutions or partnerships to follow project administration regulations. The grant recipient is required to maintain detailed records of expenditures made for the project. At the end of each fiscal quarter, the grant recipient will send the HECB a request for reimbursement of documented expenses.



### **III. ATTACHMENTS**

- RFP Cover Page
- Partnership Profile Form
- Proposal Narrative Form
- Budget Form
- Statement of Assurances
- High Need Schools (LEAs)

**RFP COVER PAGE*****2004-05 No Child Left Behind: Washington State Improving Teacher Quality Program***

Applicant Organization (lead institution in the eligible partnership):

Address:

Project Director (Contact Person)

Title:

Telephone:

Fax:

E-mail:

Title of Project:

Brief Description of Project:

Number of Participants:

Total Grant Funds Requested: \$ \_\_\_\_\_

\_\_\_\_\_

Teachers

Length of Project: \_\_\_\_\_ (months)

\_\_\_\_\_

Principals

\_\_\_\_\_

Other

***This proposal complies with all policies/regulations and carries the full endorsement of this institution of higher education.***

Chief Executive Official (Signature)

Title

Date

Provide the name of your partner(s) below each of the eligible categories listed. Partners in categories 1-3 are **required** in order to comprise an eligible Title II A partnership. Partners in category 4 are optional.

[illegible]

## Proposal Narrative Form

Directions: Complete the following questions in no more than ten pages. Relevant appendices may be attached.

1. What are the key objective(s) of this project?
2. Describe what key activities are planned to achieve your objective(s)?
3. Describe what scientifically-based research is providing the basis for the approaches and strategies in this project?
4. Indicate in what ways LEAs (particularly high-need schools and/or districts) have been involved in planning and will be in implementation.
5. Indicate in what ways Arts/Sciences faculty have been involved in planning and will be in implementation.
6. Provide a timeline for projected project activities.
7. Indicate how you propose to measure each of the performance standards.
8. Indicate whom the key personnel for the project will be by name, title at the institution, and brief biographical background (1-2 paragraphs).
9. Provide brief examples of relevant, successful involvement in these types of activities by members of the partnership.
10. Indicate the key outcomes expected for this project.
11. Indicate if you believe you will meet the special criteria for extra consideration in the review process:

a. This project will impact teachers and/or administrators in high-need, low-performing schools/LEAs.	No	Yes
b. This project will impact teachers and/or administrators in underrepresented geographic locations.	No	Yes
c. This project will work with a significant number of high-need LEAs (3 or more).	No	Yes

## Title II A Budget Form

Provide project budget summary and narrative justification of anticipated expenses. Indirect costs should represent no more than 8 % of budget request. Consultant fees may not exceed \$350 per day in addition to costs for travel, food, and lodging. Costs for capital, equipment, and full classroom sets of materials are not allowable. Participants may receive up to \$15 per hour stipend for professional development participation occurring outside the school day. The amount of total stipend may be supplemented by funds from other sources. Participants may also receive reimbursements for travel, food, and lodging. Projects are requested to keep track of leveraged monies (other funds that contributed to the project such as foundation, LEA, other federal funds).

	<b>Partner 1 – Lead Institution</b>	<b>Partner 2</b>	<b>Partner 3</b>	<b>Partner 4*</b>
<b>1. Salaries &amp; Wages</b> <i>Key personnel (faculty/admin)</i> a. b.				
<b>2. Employee Benefits</b> @ __percent a. b.				
<b>3. Participant Costs</b> <i>Tuition, stipends, books, travel</i> a. b.				
<b>4. In-State Travel</b> a. b.				
<b>5. Materials &amp; Supplies</b> a. b.				
<b>6. Other (contractual)</b> a. b.				
<b>Total RFP Funds</b>				
<b>Indirect cost @ 8%</b>				
<b>Cost Sharing by LEAs</b>				
<b>Identify any other contributed funds by other groups in the partnership</b>				

\* Add additional columns per partner

Check here for assurance that no single participant in the eligible partnership will use more than 50% of the grant funds made available to the partnership

## Statement of Assurances

**The applicant hereby provides assurances to the Washington Higher Education Coordinating Board that if a grant is received under the terms of the State Higher Education Professional Development Partnership Grant Program, it will:**

1. Conduct the professional development as described in this Request for Proposals.
2. Comply with requirements to audit the grant-funded program in accordance with the Federal Office of Management and Budget (OMB) A-133, and supply the Washington Higher Education Coordinating Board with a copy of the audit report for each fiscal year in which those grant funds were expended within 60 days of the completion of the audit.
3. Comply with Title VI of the Civil Rights Act of 1964 (race, color, national origin), Section 504 of the Rehabilitation Act of 1973 (handicapped), Title IX of the Education Amendments of 1972 (gender equity), and the Age Discrimination Act of 1975.
4. Keep all records necessary for fiscal and program auditing and give the Washington Higher Education Coordinating Board, the United States Department of Education or the State Auditor through any authorized representatives access to and the right to examine all records, books, papers, or documents related to the grant.
5. Retain all fiscal records for a period of five years.
6. Comply with all provisions of the Title II, Part A No Child Left Behind Act as they pertain to higher education institutions under the State Higher Education Professional Development Partnership Grant Program.
7. Comply with the administrative procedures of the Washington Higher Education Coordinating Board and the United State Department of Education's General Administrative Regulations.
8. Target for program recruitment, educators from schools with the greatest need for assistance.
9. Take advantage of opportunities to provide greater access to mathematics and reading disciplines and instructional leadership training by historically underrepresented groups.
10. Ensure equitable participation of personnel from private nonpublic schools to the extent feasible.
11. In addition, according to the instructions in EDGAR, Part A, Appendix B, the institution of higher education and its partners certify, by submission of this proposal, that none of the partners nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency. If the institution of higher education and its partners are unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

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Institution

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Name

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Title

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Signature

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Date

## High Need LEAs (as of Oct. 18, 2004)

<b>HIGH NEED SCHOOL DISTRICT (LEA)</b>	<b>ALL SCHOOLS (ALPHA)</b>	<b>GRADES</b>	<b>COUNTY</b>
Almira School District	Almira Elementary School	K-8	Lincoln
Benge School District	Benge Elementary	K-6	Adams
Brewster School District	Brewster Elementary School	K-6	Okanogan
	Brewster High School	9-12	Okanogan
	Brewster Junior High School	7-8	Okanogan
Bridgeport School District	Bridgeport Middle School	7-8	Douglas
	Bridgeport Aurora High School	7-12	Douglas
	Bridgeport Elementary	K-6	Douglas
	Bridgeport High School	9-12	Douglas
Cape Flattery School District	Cape Flattery Preschool	P	Clallam
	Clallam Bay High & Elementary	K-12	Clallam
	Neah Bay High And Elementary	K-12	Clallam
Centerville School District	Centerville Elementary	K-8	Klickitat
Columbia (Stevens) School District	Columbia High And Elementary	K-12	Stevens
Concrete School District	Concrete Elementary	K-6	Skagit
	Concrete High School	9-12	Skagit
	Concrete Middle	7-8	Skagit
	Skagit River School House	K-12	Skagit
	Twin Cedars High School	9-12	Skagit
Creston School District	Creston Elementary	K-6	Lincoln
	Creston Jr-Sr High School	7-12	Lincoln
Cusick School District	Bess Herian Elementary	K-6	Pend Oreille
	Cusick Jr Sr High School	7-12	Pend Oreille
Curlew School District	Curlew High & Elementary	K-12	Ferry
Endicott School District	Endicott/st John Elem And Middle	K-8	Whitman
Evergreen School District (Stevens)	Evergreen School	K-6	Stevens
Garfield School District	Garfield at Palouse High School	9-12	Whitman
	Garfield Elementary	P-5	Whitman
	Garfield Middle School	6-7	Whitman
Goldendale School District	Goldendale High School	9-12	Klickitat
	Goldendale Middle School	5-8	Klickitat
	Goldendale Primary School	K-4	Klickitat
Grand Coulee School District	Grand Coulee Dam Middle School	5-8	Grant
	Lake Roosevelt High School	9-12	Grant
	Skilskin High School	9-12	Grant
	Wright Elementary School	K-4	Grant
Grandview School District	Compass High School	9-12	Yakima
	Contract Learning Center	9-12	Yakima
	Grandview High School	9-12	Yakima
	Grandview Middle School	6-11	Yakima
	McClure Elementary School	P-5	Yakima
	Smith Elementary School	P-5	Yakima
	Thompson Elementary School	P-5	Yakima
	YVCC GED School	9-12	Yakima
Granger School District	Granger High School	9-12	Yakima

<b>HIGH NEED SCHOOL DISTRICT (LEA)</b>	<b>ALL SCHOOLS (ALPHA)</b>	<b>GRADES</b>	<b>COUNTY</b>
Hoquiam School District	Granger Middle School	5-8	Yakima
	Roosevelt Elementary	K-4	Yakima
	Central Elementary School	2-6	Grays Harbor
	Emerson Elementary	K-1	Grays Harbor
	Hoquiam High School	9-12	Grays Harbor
	Hoquiam Middle School	7-8	Grays Harbor
	Lincoln Elementary	2-6	Grays Harbor
Keller School District	Washington Elementary School	2-6	Grays Harbor
	Keller Elementary School		Ferry
Kettle Falls School District	Kettle Falls Elementary School	K-4	Stevens
	Kettle Falls High School	9-12	Stevens
	Kettle Falls Middle School	5-8	Stevens
Klickitat School District	Klickitat Elem & High	K-12	Klickitat
Lake Chelan School District	Chelan High School	9-12	Chelan
	Chelan Middle School	6-8	Chelan
	Glacier Valley/Chelan Prep High School	9-12	Chelan
	Holden Village Community School	K-12	Chelan
	Lake Chelan Preschool	P	Chelan
	Morgen Owings Elementary School	K-5	Chelan
Lopez Island School District	Decatur Island School		San Juan
	Lopez Island Elementary School		San Juan
	Lopez Island Middle/Senior High School	6-12	San Juan
Mabton School District	Artz Fox Elementary	K-6	Yakima
	Mabton Jr Sr High School	7-12	Yakima
Manson School District	Manson Elementary	1-6	Chelan
	Manson Junior Senior High School	7-12	Chelan
Mary Walker School District	Mary Walker Alternative High Schl	9-12	Stevens
	Mary Walker High School	9-12	Stevens
	Parent Partner Program	K-12	Stevens
	Springdale Academy	K-12	Stevens
	Springdale Elementary	P-6	Stevens
	Springdale Middle School	7-8	Stevens
	Harrah Elementary School	P-5	Yakima
Mount Adams School District	Mount Adams Middle School	6-8	Yakima
	White Swan High School	9-12	Yakima
	Nespelem Elementary	K-8	Okanogan
Nespelem School District	Nespelem Elementary	K-8	Okanogan
	Newport High School	9-12	Pend Oreille
	Sadie Halstead Middle School	5-8	Pend Oreille
Northport School District	Stratton Elementary	P-4	Pend Oreille
	Northport Elementary School	K-8	Stevens
	Northport High School	9-12	Stevens
Ocosta School District	Ocosta Elementary School	P-6	Grays Harbor
	Ocosta Junior - Senior High	7-12	Grays Harbor
Okanogan School District	Grainger Elementary	K-5	Okanogan
	Okanogan Co Juvenile Detention	6-12	Okanogan
	Okanogan High School	9-12	Okanogan
	Okanogan Middle School	6-8	Okanogan
Omak School District	East Omak School	3-5	Okanogan
	North Omak Elementary	K-2	Okanogan



<b>HIGH NEED SCHOOL DISTRICT (LEA) ALL SCHOOLS (ALPHA)</b>	<b>GRADES</b>	<b>COUNTY</b>
	Omak Alternative High School	9-12 Okanogan
	Omak High School	9-12 Okanogan
	Oman Middle School	6-8 Okanogan
Onion Creek School District	Onion Creek Elementary	K-8 Stevens
Orient School District	Orient Elem	Ferry
Oroville School District	Oroville Elementary	P-6 Okanogan
	Oroville High School	7-12 Okanogan
Othello School District	Hiawatha Elementary School	K-6 Adams
	Lutacaga Elementary	K-6 Adams
	McFarland Junior	7-8 Adams
	Othello High School	9-12 Adams
	Scotney Springs Elementary	K-6 Adams
Palisades School District	Palisades Elementary School	K-5 Douglas
Pasco School District	Edwin Markham Elementary	K-5 Franklin
	Ellen Ochoa Middle School	6-8 Franklin
	Emerson Elementary	K-5 Franklin
	James McGee Elementary	K-5 Franklin
	Longfellow Elementary	K-5 Franklin
	Mark Twain Elementary	K-5 Franklin
Pasco School District, Cont.	McLoughlin Middle School	2-11 Franklin
	New Horizons High School	7-12 Franklin
	Pasco Senior High School	9-12 Franklin
	Robert Frost Elementary	P-6 Franklin
	Rowena Chess Elementary	K-5 Franklin
	Ruth Livingston Elementary	P-6 Franklin
	Stevens Middle School	6-8 Franklin
	Whittier Elementary	K-5 Franklin
Paterson School District	Paterson Elementary School	K-8 Benton
Pe Ell School District	Pe Ell School	K-12 Lewis
	Trojan Alternative School	6-12 Lewis
Queets-Clearwater School District	Queets-Clearwater Elementary	K-8 Jefferson
Quincy School District	George Elementary	K-4 Grant
	Monument Elementary	5-6 Grant
	Mountain View Elementary	K-2 Grant
	Quincy High School	9-12 Grant
	Quincy High Tech High	9-12 Grant
	Quincy Junior High School	7-8 Grant
	Pioneer Elementary	2-5 Grant
Quilcene School District	Quilcene High And Elementary	K-12 Jefferson
Raymond School District	Developmental Preschool	P Pacific
	Raymond Elementary School	K-6 Pacific
	Raymond Home Link School	7-12 Pacific
	Raymond Jr Sr High School	7-12 Pacific
Republic School District	Republic Elementary School	K-6 Ferry
	Republic Jr Sr High School	7-12 Ferry
	REPUBLIC PARENT PARTNER	K-12 Ferry
Roosevelt School District	Roosevelt Elementary School	K-6 Klickitat
Rosalia School District	Rosalia Elem & High School	K-12 Whitman
Royal School District	Red Rock Elementary	K-5 Grant

<b>HIGH NEED SCHOOL DISTRICT (LEA)</b>	<b>ALL SCHOOLS (ALPHA)</b>	<b>GRADES</b>	<b>COUNTY</b>
Shaw Island School District	Royal High School	9-12	Grant
	Royal Middle School	6-8	Grant
	Shaw Island Elementary	K-8	San Juan
Soap Lake School District	Smokiam Alternative Hs	9-12	Grant
	Soap Lake Elementary	K-5	Grant
South Bend School District	Soap Lake Middle & High Sch	6-8	Grant
	Chauncey Davis Elementary	K-6	Pacific
	South Bend High School	9-12	Pacific
	South Bend Middle School	7-8	Pacific
Sprague School District	Sprague Elementary	K-5	Lincoln
	Sprague High School	9-12	Lincoln
Sunnyside School District	Chief Kamiakin Elementary School	5-6	Yakima
	Early Learning Center	PP	Yakima
	Harrison Middle School	7-8	Yakima
	Outlook Elementary School	K-4	Yakima
	Pioneer Elementary School	K-4	Yakima
	Pride High School	9-12	Yakima
	Sunnyside High School	9-12	Yakima
	Washington Elementary	K-4	Yakima
	Taholah High School	9-12	Grays Harbor
Taholah School District	Tonasket Elementary School	K-5	Okanogan
Tonasket School District	Tonasket High School	9-12	Okanogan
	Tonasket Middle School	6-8	Okanogan
Toppenish School District	Eagle High School	9-12	Yakima
	Garfield Elementary School	K-5	Yakima
	Kirkwood Elementary School	K-9	Yakima
	Lincoln Elementary School	K-5	Yakima
Toppenish School District, Cont.	Toppenish High School	9-12	Yakima
	Toppenish Middle School	6-8	Yakima
	Toppenish Pre School	P	Yakima
	West Elementary School	K-5	Yakima
	Valley Elem/middle School	K-8	Stevens
Valley School District	Valley Home Program	K-12	Stevens
Wahluke School District	Mattawa Elementary	P-2	Grant
	Morris Schott Middle School	6-8	Grant
	Saddle Mountain Intermediate School	3-5	Grant
	Wahluke High School	9-12	Grant
Wapato School District	Adams Elementary	K-5	Yakima
	Camas Elementary	K-5	Yakima
	Pace Alternative High School	6-12	Yakima
	Satus Elementary	P-5	Yakima
	Wapato High School	9-12	Yakima
	Wapato Middle School	6-8	Yakima
Warden School District	Warden Elementary School	K-5	Grant
	Warden Middle School	6-8	Grant
	Warden High School	9-12	Grant
Washtucna School District	Washtucna Elementary/high School	K-12	Adams
Wellpinit School District	Alternative And Home Alliance	K-12	Stevens
	Wellpinit Elementary School	P-5	Stevens

<b>HIGH NEED SCHOOL DISTRICT (LEA) ALL SCHOOLS (ALPHA)</b>		<b>GRADES COUNTY</b>	
White Pass School District	Wellpinit High School	9-12	Stevens
	Wellpinit Middle School	6-8	Stevens
	Wellpinit-Fort Semco High School	11-12	Stevens
	Glenoma Elementary School	K-6	Lewis
	Packwood Elementary School	K-6	Lewis
	Randle Elementary	K-6	Lewis
Wilbur School District	Whitepass Jr-Sr High	7-12	Lewis
	Wilbur Elementary School	K-6	Lincoln
	Wilbur Secondary School	7-12	Lincoln
Wilson Creek School District	Wilson Creek Elementary School	K-6	Grant
	Wilson Creek Junior-Senior High	7-12	Grant
Wishram School District	Wishram High And Elementary Schl	P-12	Klickitat
Yakima School District	Adams Elementary School	P-5	Yakima
	Barge-Lincoln Elementary School	P-5	Yakima
	Davis High School	9-12	Yakima
	Discovery Lab School	1-8	Yakima
	Eisenhower High School	9-12	Yakima
	Franklin Middle School	6-8	Yakima
	Garfield Elementary School	K-5	Yakima
	Gilbert Elementary School	K-5	Yakima
	Hoover Elementary School	P-5	Yakima
	Lewis & Clark Middle School	6-8	Yakima
	Martin Luther King Jr Elementary	K-5	Yakima
	McClure Elementary School	P-5	Yakima
	McKinley Elementary School	K-5	Yakima
	Nob Hill Elementary School	K-5	Yakima
	Ridgeview Elementary	K-5	Yakima
	Robertson Elementary	K-5	Yakima
	Roosevelt Elementary School	K-5	Yakima
	Stanton Alternative School	6-12	Yakima
	Voc Skills Center Yakima Valley	9-12	Yakima
	Washington Middle School	6-8	Yakima
	Whitney Elementary	K-5	Yakima
	Wilson Middle School	6-8	Yakima